

Linking Flexible VET Delivery and Community Development in Remote Communities

Youth Worker Training in Wugularr



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Youth Worker Training

- Response to and expressed community need
Combining PAR with VET Delivery
- Longer Term project, small numbers of participants
- Linked to rotating employment at the Wugularr Youth Centre (Sunrise Health Services)
- Some community tensions around initial failure of Youth Centre
- Combined PAR with VET Delivery

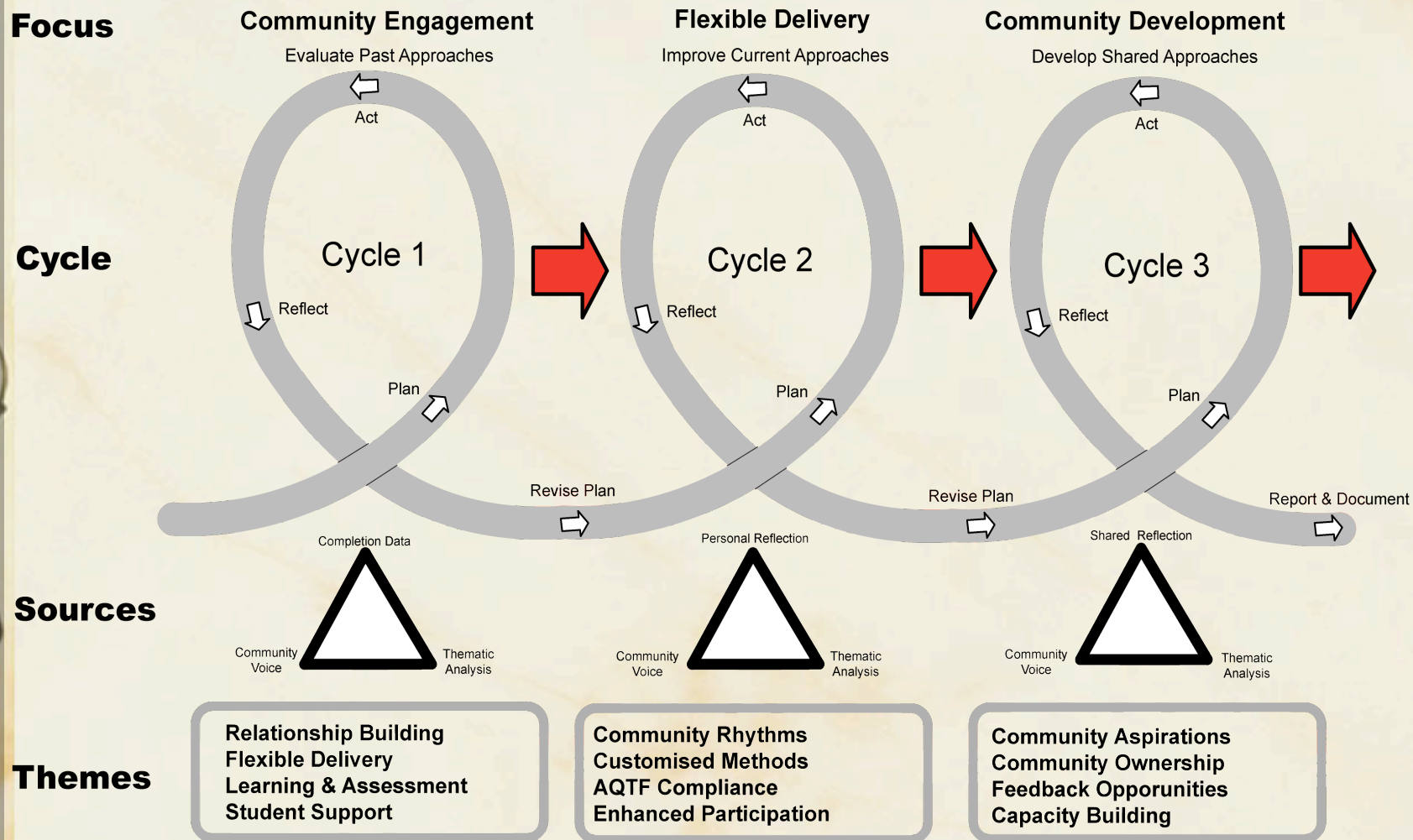
Wugularr/ Beswick



Community Aspirations

- *“Education is a very important tool, so they can use it in the future, it helps you understand other ways of life besides your own culture”*
Richard Kennedy
- *“Training staff should be prepared to spend more time building relationships, because culturally relationships are everything”.*
Geoff Lohmeyer
- *“Youth Workers here should do something positive and keep youth out of trouble, get more people involved so it is run by youth and the community”.* **Deanna Kennedy**

A Customised Approach to PAR

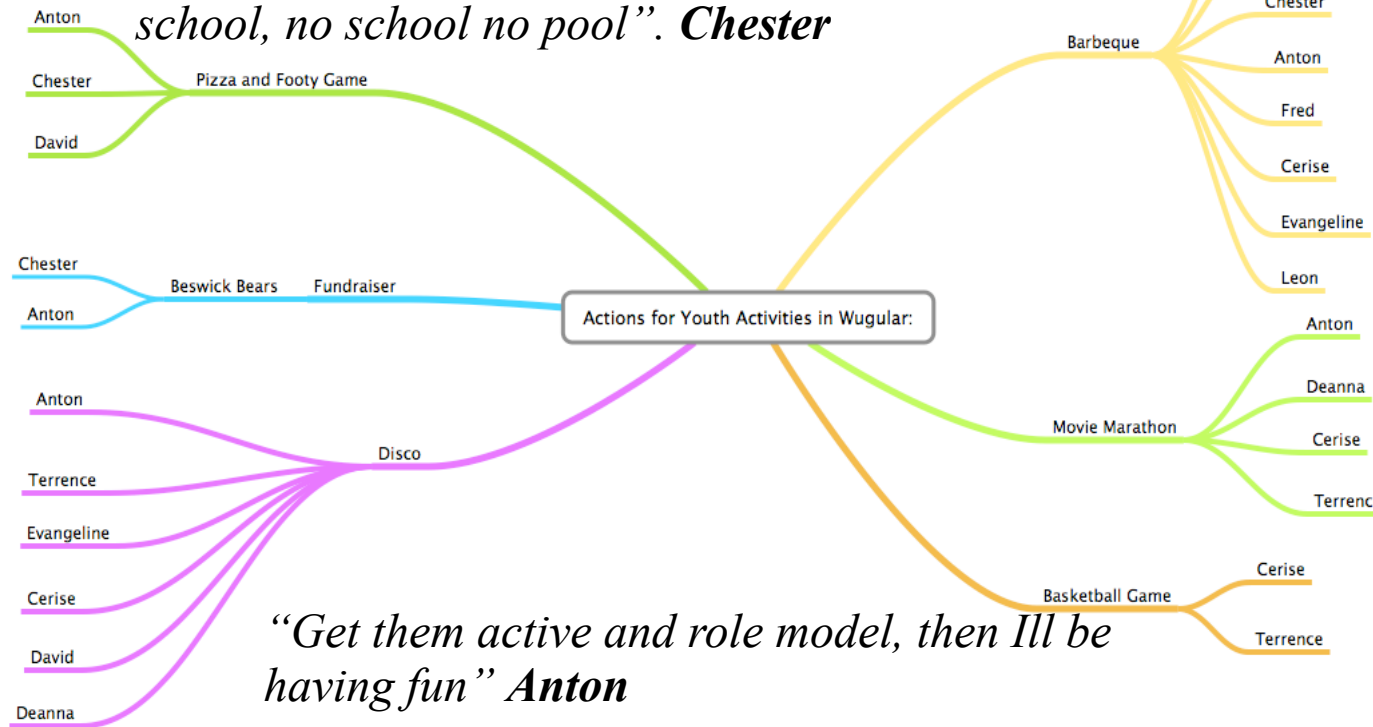


Wugularr Community Futures Project

- Asset Based Community Development Project
- Used as delivery and assessment vehicle for many inter-linked units from CHC02
- Practice focussed, utilising Youth Centre
- Utilise Emerging Technologies for assessment
- Building Capacity for Youth Workers to identify and work to resolve youth issues in their community
- Built from a base of modular delivery of “*essential knowledge*” then use project to develop “*vocational skills.*”
- Finish with Targeted Gap Fill

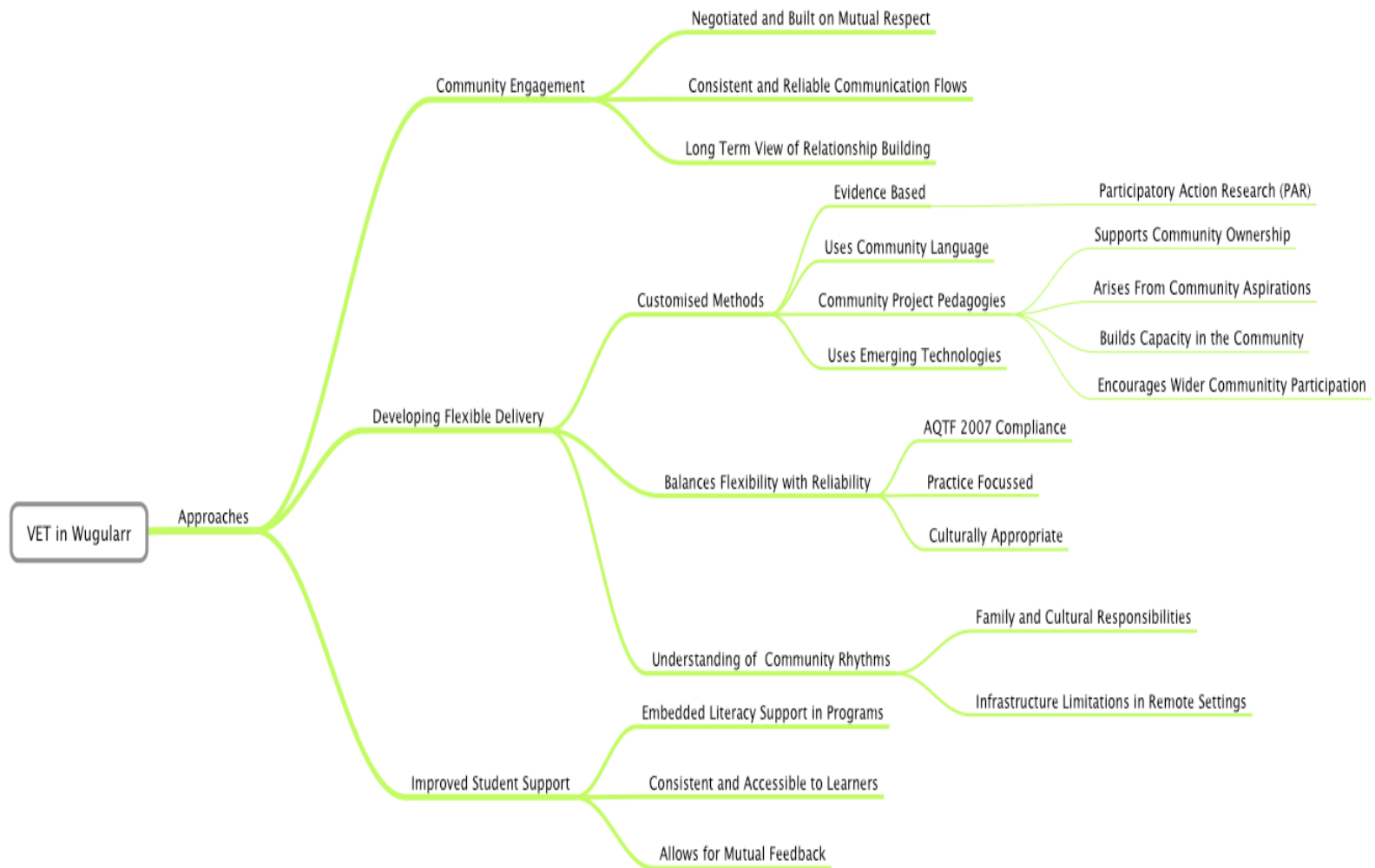
The Community Futures Project

*"the youth centre didn't work last time, now I really want it to work. I get angry and I want to keep the kids out of trouble, get them back to school, no school no pool". **Chester***



Documented at Community's wikispace @
<http://wugularr.wikispaces.org>

From Engagement to Completion



Key Findings

- Relationship building is the most significant element
- Using “*Country*” and Community Resources keeps it culturally relevant, equalises power and builds social capital.
- Bilingual Assessment in Community Language-
“*Kriol*” is critical for vocational communication skills:
esp. Roleplays
- Digital media based evidence collection well suited to context and task
- Asset based project pedagogies are well suited to longer term delivery in Remote Contexts
- Customised PAR is a very useful and collaborative approach to improving VET

Key Findings

- Need to be acutely aware and flexible to social, and cultural “*rhythms*”.
- “*Piggybacking*” basic Computer skills with other content
- English Literacy remains an issue for qualifications >AQF level IV
- Problem still remains of maintaining contact between teaching blocks.
- Some interest in extension of project in the community including translation into Kriol and toolbox development.

The Final Word

- *“Education, its good, but we don't have to change the old law. We try to teach young people the murninga side and the aboriginal side. We need young people to learn the aboriginal way”*
- **Jimmy Balk Balk Wesan**